

Cultivating Leaders to Grow Young Readers Project Application

State Systemic Improvement (SSIP)

INTRODUCTION

The Idaho Cultivating Leaders to Grow Young Readers is a multi-year technical assistance and professional development project. This project is a collaborative effort between the Idaho State Department of Education and local education agencies (LEA) to increase the percentage of students with disabilities in cohort LEAs that show growth in literacy from 3rd to 4th grade on the state summative assessment, currently ISAT by Smarter Balanced. The Cultivating Leaders to Grow Young Readers Project will focus on both district leadership and explicit instruction. Following guidance from the U.S. Department of Education and Office of Special Education Programs, Idaho has developed a plan to improve educational results for students with disabilities, titled "The State Systemic Improvement Plan" (SSIP). This plan addresses the need to coordinate with other divisions and organizations to align initiatives and intensify the message among stakeholders that students with disabilities need focused targeted support. The project will provide technical assistance and professional development to districts, schools, and instructional staff to improve outcomes in literacy for students with disabilities.

The instructional practice elements are designed to deliver evidence-based professional development to improve the delivery of reading instruction to students with disabilities in grades PK-4. Professional development will have a dual focus: (1) increased ability of instructional staff to utilize direct, explicit instruction when teaching reading to students with disabilities, and (2) increased capacity of instructional coaches to support and sustain implementation.

The leadership team work is designed to support districts to 1) establish and support high functioning teams; 2) align state-level and district-level resources; 3) develop authentic stakeholder engagement opportunities, and 4) evaluate program outcomes.

Professional Development for school staff will include training and follow up coaching provided annually over three years. Professional development could include: 1) on-line modules, 2) face-to-face training, 3) virtual activities, and 4) on-site coaching. The professional development commitments of schools will vary depending upon the year of implementation; year 1

readiness, year 2 & 3 implementation, and year 4 sustainability. Year 2 and beyond requirements and commitments are outlined in Appendix A.

Duration of Project

This Project will utilize a 4-year cycle of implementation. As a participating district, please note that staff entering the project after year one will be required to complete certain readiness activities. Each district involved in this Project will be required to sign an agreement annually, after year one, that outlines requirements and commitments of project schools, district teams, special education director, district coach, and instructional staff.

Evaluation and Reporting

The Project has several assessment and reporting requirements. The district leadership team will be responsible for the completion or evidence of an action plan and implementation progress. Also, district leadership will complete evaluation and feedback surveys about technical assistance and professional development.

Successful implementation of this professional development model depends on the use of data to inform decisions. Project participants will be expected to use data throughout the implementation process. Additionally, data collection and submission to Idaho SDE will be expected throughout the project. Specific data requirements will be included in annual district agreements based upon year of implementation.

Idaho SDE is committed to protecting the privacy of student Personally Identifiable Information (PII) collected, used, shared, and stored. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with ISDE privacy and security policies and procedures.

Project Reimbursables

Funding for the district team provides reimbursement for activities related to an annual kick-off event in the fall and a data retreat in the spring. Funding from this opportunity will provide for reimbursement of activities related to professional development, including airfare, mileage, hotel accommodations, and staff stipends. Due to federal regulations, the project is unable to reimburse for food. Approved SDE travel reimbursement forms must be completed within six weeks of event attendance or may be returned unpayable by the SDE.

Participant Requirements & Commitments- Year 1 (Readiness)

Who	Requirements & Commitments
Project Schools (principals)	<p>Two elementary schools with leadership and staff ready to participate and that have data to support being a part of a project focused on improving the performance gap, in literacy, between students with disabilities and their non-disabled peers. Participating school(s) principals will be required to:</p> <ul style="list-style-type: none"> • identify one special education teacher able and willing to participate in the activities outlined below • participate in monthly leadership team meetings at the district level • actively support district level project goals at the school level • support participating staff to complete project requirements
District Team	<p>A team consisting of the special education director, two principals from identified project schools, two special education teachers from identified project schools. Also, the district team will need to include a district coach (see below for requirements of the coach) and a general education teacher. This team will be responsible for overseeing implementation of project components. Team commitments include:</p> <ul style="list-style-type: none"> • attend 2 days of face-to-face training in Boise in the Fall • creation and monitoring of a district implementation plan • monthly team meetings to complete readiness tasks as assigned by ISDE • bi-monthly district team virtual calls with ISDE • attend 1 day of face-to-face training in Boise in the Spring
Special Education Director/Designee	<p>As the project lead, the special education director/designee will be responsible for monitoring and aiding ongoing implementation of project goals in each of the identified elementary schools. Commitments will include:</p> <ul style="list-style-type: none"> • lead district leadership team activities (see above) • participate in one face-to-face fall meeting, on site in your district, for implementation planning and project overview • attend bi-monthly virtual calls with other Special Education Directors (cohort specific)
District Coach	<p>District coach currently working with teachers; special education teachers, para professionals, title 1 teachers, and general education teachers. Coaching commitments include:</p>

Who	Requirements & Commitments
	<ul style="list-style-type: none"> • attend 2 days of face-to-face training in Boise • complete 2 series (fall and spring) of online reading modules • participate in two collaborative learning communities (Nov & Mar) • attend monthly district leadership team meetings • attend 1 day of face-to-face training in Boise in the Spring
Instructional Staff	<p>Elementary staff currently working with PK-4 students to include; special education teachers, para professionals, title 1 teachers, and general education teachers. Whenever possible, special educators and paras should be identified over general education and title teachers. Staff commitments include:</p> <ul style="list-style-type: none"> • attend 2 days of face-to-face training in Boise • complete 2 series (fall and spring) of online reading modules • participate in two collaborative learning communities (Nov & Mar) • attend monthly district leadership team meetings • attend 1 day of face-to-face training in Boise in the Spring

Additional information on Requirements and Commitments for Years 2-4 are found in Appendix A.

Submission Process and Deadline

Each district must submit one application to Shannon Dunstan, sdunstun@sde.idaho.gov by **April 1st, 2018**. A completed application will include the following documents:

1. Completed district snapshot
2. Original or scanned signatures

For Questions Contact

Shannon Dunstan
Idaho State Department of Education
650 W State Street, Boise, ID 83720
208 332 6908 | www.sde.idaho.gov

1: District Snapshot

What professional development, if any, is your district currently participating in?

What assessments are currently being used by your district to assess reading K-4?

Is your district utilizing a RTI or MTSS for improvement? If yes, please describe how it works at each identified elementary school.

Are there activities in your district that are directly related to improving reading outcomes for students both in general and special education? If yes, please be specific.

2: Signature Page

District Information		
District Name and Number:		
Mailing Address		
Superintendent		
Name:		
Telephone:	E-mail:	
Signature:		
Special Education Director		
Name:		
Telephone:	E-mail:	
Signature:		
Elementary Principal #1		
Name:	School Name:	
Telephone:	E-mail:	
Signature:		
Elementary Principal #2		
Name:	School Name:	
Telephone:	E-mail:	
Signature:		
District Coach		
Name:		
Telephone:		
Signature:		
Special Education Teacher # 1		
Name:	School Name:	
Telephone:	E-mail:	
Signature:		
Special Education Teacher # 2		
Name:	School Name:	
Telephone:	E-mail:	
Signature:		
Region		
Region 1: <input type="checkbox"/>	Region 3: <input type="checkbox"/>	Region 5: <input type="checkbox"/>
Region 2: <input type="checkbox"/>	Region 4: <input type="checkbox"/>	Region 6: <input type="checkbox"/>

1: Appendix A

Participant Requirements & Commitments- Years 2 & 3 (Implementation)

Who	Requirements & Commitments
Project Schools (principals)	<p>Identified project schools will continue participation which will require principals to allow for a coaching model to be implemented. Principals will be required to allow participating staff and the district coach the following:</p> <ul style="list-style-type: none"> • Time outside of the classroom, once per month, for both the coach and each teacher(s) participating to debrief on classroom instruction • Time, up to 4 hours per month, for the coach to actively support project staff in their classrooms.
District Team	<p>The leadership team will continue to support move implementation forward in project schools through a commitment to:</p> <ul style="list-style-type: none"> • attend 2 days of face-to-face training in Boise in the Fall • utilize a model of continuous improvement to set, monitor, and evaluate district specific project goals. • monthly team meetings to complete implementation tasks as assigned by ISDE • bi-monthly district team virtual calls with ISDE • attend 1 day of face-to-face training in Boise in the Spring
Special Education Director/Designee	<p>As the project lead the special education director/designee will be responsible for monitoring and aiding ongoing implementation of project goals in each of the identified elementary schools. Commitments will include:</p> <ul style="list-style-type: none"> • lead district leadership team activities (see above) • participate in one face-to-face fall meeting, on site in your district, for implementation planning and annual overview of project requirements • attend bi-monthly virtual calls with other Special Education Directors (cohort specific)
District Coach	<p>During implementation the role of the district coach will expand to include additional training in coaching and the provision of ongoing</p>

Who	Requirements & Commitments
	<p>coaching to participating instructional staff. Coaches will be required to:</p> <ul style="list-style-type: none"> • attend 2 days of face-to-face training in Boise with district team • attend 2 separate days of face to face coaching training (fall, winter) in Boise • complete explicit instruction rubric 3x per year for each special education teacher • provide monthly coaching to each participating special education teacher • participate in three coaching collaborative calls (Nov, Feb, Apr) • attend monthly district leadership team meetings • attend 1 day of face-to-face training in Boise in the Spring
Instructional Staff	<p>Participating special education teachers, during implementation (years 2 & 3) will begin to implement strategies from their learning during year 1 of the project. This will include receiving coaching as well as self- assessment of their instruction with small groups of students. Requirements for participating special education teachers will be to:</p> <ul style="list-style-type: none"> • attend 2 days of face-to-face training in Boise • video tape 15 small group lessons • self-assess instructional practices using the project rubric 3x per year (fall, winter, spring) • receive monthly coaching from district coach to improve instructional practices • attend monthly district leadership team meetings • attend 1 day of face-to-face training in Boise in the Spring

Participant Requirements & Commitments- Year 4 (Sustainability)

IN DEVELOPMENT